

FACULTY OF EDUCATION

SYLLABUS

FOR

M.A. EDUCATION (CBCEGS) (Semester: I–IV)

EXAMINATIONS: 2016–17



GURU NANAK DEV UNIVERSITY AMRITSAR

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M.A. EDUCATION (CBCEGS) (Semester System)**SEMESTER I****(PART – I) FOUNDATION PAPERS****(Compulsory for all)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-451	C	History Of Education	4
EDL-452	C	Curriculum Development	4
EDL-453	C	Education Studies	4
EDL-454	C	Educational Research & Statistics-I	4

(PART – II) OPTIONAL PAPERS**(Any one of the following)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-455	E	Educational Measurement & Evaluation-I	4
EDL-456	E	Guidance & Counselling –I	4
EDL-457	E	Inclusive Education-I	4
EDL-458	E	Environmental Education- I	4
EDL-459	E	Peace Education-I	4
EDL-460	E	Educational Administration & Management-I	4
EDL-461	E	Lifelong Education-I	4
EDP-462	C	Practicals	2

Aggregate of Semester - I**Credits = 22*****C Means Compulsory and E Means Elective.**

M.A. EDUCATION (CBCEGS) (Semester System)**SEMESTER II****(PART – I) FOUNDATION PAPERS****(Compulsory for all)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-463	C	Learning and Development	4
EDL-464	C	Policies and Contemporary Issues of Indian Education	4
EDL-465	C	Educational Technology and ICT	4
EDL-466	C	Educational Research & Statistics-II	2
EDL-467	C	Thoughts and Practices in the Field of Education and Philosophy	4

(PART – II) OPTIONAL PAPERS**(Any one of the following)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-468	E	Educational Measurement & Evaluation-II	4
EDL-469	E	Guidance & Counselling –II	4
EDL-470	E	Inclusive Education-II	4
EDL-471	E	Environmental Education- II	4
EDL-472	E	Peace Education-II	4
EDL-473	E	Educational Administration & Management-II	4
EDL-474	E	Lifelong Education-II	4
EDP-474	C	Practicals	2

(PART – III) INTERDISCIPLINARY PAPER**4 Credits**

The students will have to opt any interdisciplinary paper from other departments

C Means Compulsory and E Means Elective.*Aggregate of Semester – II****26 Credits****Total Credits: Semester – I + Semester – II = 22 +28 = 50**

M.A. EDUCATION (CBCEGS) (Semester System)

SEMESTER – III

(PART – I) FOUNDATION PAPERS

(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-475	C	Issues and Concerns in Secondary Education	4
EDL-476	C	Gender School and Society	4
EDL-477	C	Creating an Inclusive School	4
EDL-478	C	Educational Technology and ICT	2
EDD-479	C	Dissertation Proposal	2

(PART – II) OPTIONAL PAPERS

(Any one of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-480	E	Educational Measurement & Evaluation-III	4
EDL-481	E	Guidance & Counselling –III	4
EDL-482	E	Inclusive Education-III	4
EDL-483	E	Environmental Education- III	4
EDL-484	E	Peace Education-III	4
EDL-485	E	Educational Administration & Management-III	4
EDL-486	E	Lifelong Education-III	4
EDP-487	C	Practicals	2

Note :- It is compulsory for all the students to submit dissertation proposal in Sem – II

(PART III) INTERDISCIPLINARY PAPER

4 Credits

The students will have to opt any interdisciplinary paper from other departments

***C Means Compulsory and E Means Elective.**

Aggregate of semester - III

26 Credits

Total Credits: Semester–I + Semester–II + Semester–III = 22+28+26 = 76

M.A. EDUCATION (CBCEGS) (Semester System)**SEMESTER – IV****(PART – I) FOUNDATION PAPERS****(Compulsory for all)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-488	C	Andragogy Of Education	4
EDL-489	C	Life Skills and Yoga	2
EDL-490	C	Teacher Education	4
EDL-491	C	Sociological Concerns in Education	4
EDD-492	C	Dissertation	4

(PART – II) OPTIONAL PAPERS**(Any one of the following)**

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-493	E	Educational Measurement & Evaluation-IV	4
EDL-494	E	Guidance & Counselling –IV	4
EDL-495	E	Inclusive Education-IV	4
EDL-496	E	Environmental Education- IV	4
EDL-497	E	Peace Education-IV	4
EDL-498	E	Educational Administration & Management-IV	4
EDL-499	E	Lifelong Education-IV	4
EDP-500	C	Practicals	2

Note: It is compulsory for all the students to submit dissertation in Sem – IV

***C Means Compulsory and E Means Elective.**

Aggregate of semester - IV

24 Credits

Total Credits: Semester–I+Semester–II + Semester–III + Semester IV=22+28+26 +24 =100

M.A. EDUCATION (CBCEGS) (Semester-I)**(PART – I) FOUNDATION PAPERS
EDL-451: HISTORY OF EDUCATION****Credits: 4****COURSE OBJECTIVES****On completion of this course the students will be able to:**

- To understand the development of Education in India an Historical perspective.
- To understand the salient features of Indian Education, Ancient, Medieval and Modern period.
- To acquaint with significant points of relevant documents and reports of above period.
- To acquire an adequate knowledge of recommendations of various commission and committee on Indian Education

Unit-I

- a) Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to
- Aims and Objectives
 - Subject of study
 - Methods of teaching including teacher – Pupil relationship.
 - Evaluation
 - Centre of Learning.
 - Education of woman
- b) Events relating education from 1757 to 1947
- Missionaries activities (Srirampur Trio)
 - Charter Act of 1813
 - Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar.
 - Adams Report.
 - Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution.
 - Wood dispatch (Recommendations only)
- c) Basic Education(concept & development)

M.A. EDUCATION (CBCEGS) (Semester-I)**Unit-II****Commission and committees in the field of education**

- a) Hunter Commission 1882-83 (Primary and Secondary Education)
- b) Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education).
- c) National Education Movement (cause and effect) , Sargent Plan

Unit-III

- a) Constitutional provision for Education in India
- b) Brief outline of the recommendations made by different Education Commission:
 - University Education Commission (1948-49)(Aims of Higher education & Rural University)
 - Secondary Education Commission (1952-53)(Aims, Structure & Curriculum of Secondary education)
 - Indian Education Commission (1964-66)
- c) National Policy on Education (1986).

SESSIONAL WORK**Select any one of the following**

Current issues in education:

- Equalization of Education Opportunities.
- Programmes on Universal Elementary Education (DPEP &SSA)
- Non-formal education and alternative schooling, Education of women

REFERENCES

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.
3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
4. Dave, R.J. & Stic M. (1973): Life Long Education and The School.
5. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
6. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
7. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
8. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
9. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
10. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.
11. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.
12. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
13. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.
14. NCF 2005, NCERT, New Delhi.

(PART – I) FOUNDATION PAPERS
EDL–452: CURRICULUM DEVELOPMENT

Credits: 4

COURSE OBJECTIVES**On completion of this course the students will be able to:**

- Understand the field of curriculum development
- Analyze the foundation of curriculum
- Identify the components and stages in curriculum development
- Able to design appropriate curriculum
- Sees relationship among curriculum development, planning , designing and evaluation

Unit–I

- a) Meaning and concept of curriculum, Concept of subject core curriculum, hidden curriculum and subject centred curriculum and their relevance
- b) Philosophical basis of curriculum- epistemological bases – forms and types of knowledge- structure of disciplines- logical grammar of school subject.

Sociological Basis of curriculum- Impact of social needs, social changes and mobility. Multicultural and multi-linguistic factors, Environmental and gender issues.

- c) Psychological basis of curriculum: Learner Process-developmental tasks-theories of Piaget, Bruner, and Ausbel- Their relevance to curriculum planning.

Unit–II

- a) Curriculum Development- concept, need and bases, Core curriculum – NPE 1986 and POA
- b) Components of curriculum Development – Objectives, selection and organization of learning experiences- Evaluation of learning out come.
- c) Curriculum as a system – system approach to curriculum designing characteristics of system analysis

Unit–III

- a) Content related changes-changing trends in Mathematics, Science, Social science and languages.
- b) Criteria for selection of learning experiences and objectives – development of curriculum- CAI, e-learning and their benefits.
- c) Implication of technology on Curricular change hardware and software technology, printed materials and equipments- changing strategies of teaching and learning based technology, Evaluation and renewal of curriculum

SESSIONAL WORK

Select any one of the following:

- Make text book analysis /each in the light of principles of curriculum development
- Core Curriculum NCF2005

REFERENCES:

1. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
2. Daniel Tanner, LawelN.Tannor (1975). *Curriculum Development theory into practice*. New York: Mac millan Publishing co.Inc.
3. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
4. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
5. MrunaliniTalla(2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education .
6. Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.
7. Reddy, B. (2007). Principles of curriculum planning and development.
8. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt
9. Brace, Jovanovich Inc.
10. <https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/>
11. http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

(PART – I) FOUNDATION PAPERS
EDL-453: EDUCATION STUDIES

Credits: 4

COURSE OBJECTIVES**On completion of this course the students will be able to:**

- Have a general view of the field of education.
- Develop foundational perspectives on education.
- Orient themselves to the institutions, systems and structures of education.
- Understand the contemporary concerns of education policy and practice.

Unit-I**Education as a Interdisciplinary Approach**

- a) Meaning and Nature of Education , Concept of Education as Discipline
- b) Interdisciplinary and multi-disciplinary , Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, Biology, Genetics, and Anthropology.
- c) Education as Teaching, Training, Instruction, Indoctrination

Unit-II**Concept of Education**

- a) Indian and Western Concepts, Scope of Education as a practice and as a field of study, Types of Education: Formal, Informal and Non-formal Education.
- b) Aims of Education: Factors determining aims of education, Individual and Social aims of education.
- c) Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy.

Unit-III**Contemporary concerns of Education Policy and Practice:**

- a) Education for All: International Initiatives and their implications for universalization of elementary education in India, Right to Education Act 2009,
- b) Expansion of Secondary and Higher Education in India: Issues of equity and quality.
- c) Human Resource Development- Concept and Role of Education, Strategies of Human Resource Development

SESSIONAL WORK**Select any one of the following**

- 1) Critical review of a recommended book/script written by a scholar/thinker/government document to reflect on educational development of a nation or state.
- 2) Reflect on the New Education Policy (under consideration) and its thrust areas (higher and school education).
- 3) Salient features of New Education Policy 2009.

REFERENCES

1. Aggarwal, J.C. (2005). Recent Developments and Trends in Education. Delhi: Shipra Publications.
2. Barlett, S., & Burton, D. (2012). Introduction to education studies (3rd edition). Sage.
3. Benn, M. (2011). Schools wars: The battle for Britain's education. London: Verso.
4. Curtis, W., Ward, S., Sharp, J., and Hankin, L. (2013). Education Studies: An issue based approach (3rd ed.). Sage.
5. Dewey, J. (1916/1966). Democracy and Education: An Introduction to the Philosophy of Education, New York: Free Press.
6. Dharmpal (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Delhi: Biblia Impex.
7. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, Journal of Educational Planning and Administration, 9 (1) (January): 1-26.
8. Dreze, J. & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. New Delhi, India: Penguin, Allen Lane.
9. Ghosh, S. (2009). Education in Emerging Indian Society: The Challenges and Issues. New Delhi: PHI Learning Private Limited.
10. Government of India (1950). Constitution of India. New Delhi.
11. Government of India (1985). The Challenge of Education. New Delhi, Ministry of Human Resource Development (Mimeo). 10
12. Government of India (1986). National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.
13. Government of India (1992). National Policy on Education 1986 (Revised). New Delhi: Ministry of Human Resource Development.
14. Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.
15. Naik, J.P. (1965). Educational Planning in India. New Delhi: Allied Publishers.
16. Prakash, Ved and Biswal, K. (2012). Perspectives on Educational Development: Revisiting Education Commission and After. New Delhi: NUEPA.
17. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.

(PART – I) FOUNDATION PAPERS
EDL-454: EDUCATIONAL RESEARCH AND STATISTICS-I

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain the meaning, nature and types of educational research.
- Formulate research problem.
- Explain the meaning of statistics and measures of central tendency and variability.

Unit-I**Research In Education**

- a) Research in Education: Meaning, significance and characteristics of research as a scientific method, Types and areas of research.
- b) Ethics and plagiarism in educational research ; Steps of educational research (Planning the research study; sources of research problem; review of the literature; purpose and resources , conducting the literature search using database and internet tools).
- c) Report writing: Steps of writing a report, research language to be used, APA reference style to be practiced, formatting (alignment, font size, font style, line spacing, paragraph spacing, margins)

Unit-II**Methods of Data Collection**

- a) Variables and Hypothesis: Definition, types, importance, and criteria of a good hypothesis.
- b) Collection of data, tools and techniques of collecting data -observation, interview, questionnaire, scale, inventory, checklist, content analysis
- c) Sampling: Concept of population and its types, sample, sampling unit, sampling frame, determining sample size, sampling error, Sampling techniques: Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling. Non- Random sampling techniques: Convenience sampling, purposive sampling, quota sampling, snowball sampling.

Unit-III

Statistical Techniques in Education Research

- a) Statistics: Meaning and importance, descriptive and inferential statistics.
- b) Organization and tabulation of data, frequency distributions.
- c) Graphical Representation of Data, Measures of Central Tendency(mean, median, mode) , Measures of Variability
- d) Normal distribution: Concept of NPC, its characteristics Applications of NPC:To determine the percentage of cases in a normal distribution within given limitsTo determine the limits in any normal distribution which include a given percentage of cases

SESSIONAL WORK

Selection and description of appropriate statistical technique for answering a research question or for testing a given hypothesis.

REFERENCES

1. Aggarwal, Y.P. (1989): Statistical Methods. New Delhi: Sterling.
2. Best, J.W. (1981): Research in Education. New Delhi: Prentice Hall.
3. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
4. Dalen, Van D.B. (1962): Understanding Educational Research. New York: McGraw Hill.
5. Ferguson, G.E. (1981): Statistical Analysis in Psychology and Education. New York: McGraw Hill.
6. Garret, H.E. (1978): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
7. Gay, L.R. (1992): Educational Research Competencies for Analysis and Applications. Macmillan.
8. Good, C.V. (1966): Essentials of Educational Research: Methodology and Design. New York: Appleton-Century Crafts.
9. Guilford, J.P. (1989): Fundamental Statistics - In Psychology and Education (6th Edition).New York: McGraw Hill.
10. Jill Porter & Penny Lacey (2005).Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
11. Kamber, D. (2000): Action learning and Action Research. London: Kogan Page Ltd.
12. Kaul, L. (2000): Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.
13. Siegel, S. & Castellan, N.J. (1988): Nonparametric Statistics for the Behavioural Sciences.McGraw Hill.
14. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
15. Whitney, F.L. (1962): Elements of Research. Englewood Cliffs: Prentice Hall

(PART – II) OPTIONAL PAPERS

EDL–455: EDUCATIONAL MEASUREMENT AND EVALUATION–I

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain the concepts and techniques of measurement and evaluation.
- Develop skills in the construction and standardization of tests.
- Explain the applications of advanced statistical techniques.

Unit–I

- a) Measurement and Evaluation- concept, need and relationship.
- b) Levels of measurement: Nominal, Ordinal, Interval, Ratio.
- c) Techniques of Evaluation - Tests and scales-meaning, purpose, Characteristics of good test, types of test (subjective & objective).

Unit–II

- a) Characteristics of measuring tools:
 - i. Reliability- meaning, Methods and Factors affecting reliability
 - ii. Validity- meaning, Methods and Factors affecting validity
- b) Norms-age, grade, percentage, standard scores(t-score, c-score, o-scores)
- c) Measurement of intelligence, interest, aptitude, attitude, personality, achievement

Unit–III

- a) Measures of variability: Range, Percentile, Quartile Standard Deviation- Meaning and Computation.
- b) Correlation – Meaning and use, Spearman’s Rank difference correlation.
- c) New trends in Examination Reforms: Grade system, Semester system, Continuous internal assessment, Question banks, Use of computers in evaluation

Sessional Work**Development of an Achievement Test on any one subject**

REFERENCES

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
4. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
5. Gakhar, S.C. (2009): Statistics - In Education and Psychology.
6. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
7. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
8. J. Swarupa Rani(2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishing House.
9. J.P.Lal, Yadav Seema.(2008). Educational Measurement and Evaluation. Anmol Publications Pvt. Ltd.
10. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

(PART – II) OPTIONAL PAPERS
EDL–456: GUIDANCE AND COUNSELLING–I

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain concept, principles, aims, need and development of guidance.
- Describe nature of guidance programs at various levels i.e. primary, 10 and 10+2 stage and
- Various types of guidance services.
- Elaborate counselling process and counsellor's role and function.
- Describe various types and approaches of counselling.

Unit–I

- a) Guidance: concept and principles, aims and need, scope of guidance, development of guidance.
- b) Guidance Programme for: i) Primary class students ii) Tenth class students iii) 10+2 class students.
- c) Guidance Services: (a) Information (b) Assessment (c) Vocational (d) Placement (e) Follow-up

Unit–II

- a) **Counselling:** Meaning, nature and purpose of counselling, Origin and development of counselling
- b) Counsellor and Counselee
 - (i). **Counsellor:** Characteristics, Role and Functions.
 - (ii). **Counselee:** Development Characteristics of Counselee, Common Counselee Concerns and Common Problems.

Unit–III

- a) Types of counselling: crisis, facilitative, preventive and developmental.
- b) Approaches of counselling: directive, non directive and eclectic.

SESSIONAL WORK

Visit to guidance and counselling cell/bureau in an employment exchange.

REFERENCES

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
4. Kinra (2008). Guidance and Counselling. Delhi: Dorley Kindersley Pvt. Ltd.
5. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
6. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.
8. Arbucle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon.
9. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications.
10. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan.
11. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage.
12. Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Bangalore.
13. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jercy,
14. Prentice Hall.
15. Jayanti Ghose (1995): Vocational Guidance, New Delhi, U.S.S. Publication.
16. Luis, M.D., Mayer, R.L. and Louis, J.A. (1986): An Introduction to Counselling, Profession, Illinois, F.E. Peacock Publishers.
17. Shashi Prabha Sharma (2005). Career Guidance and Counselling: Principles and Techniques. Kanishka Publishers
18. Pietrofa, J.J.Hoffman, A and Splete, H.H. (1984): Counselling: An Introduction, E. Houghton, Mifflin Company.
19. Petterson, G.H. (1962): Counselling and Guidance in Schools, Mecgraw Hill Book Company, London.
20. Shertzer, B. and Stone S.C. (1974): Fundamentals of Counselling, Boston, Houghton Mifflin Co.
21. Sherlzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
22. Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

**(PART – II) OPTIONAL PAPERS
EDL-457: INCLUSIVE EDUCATION**

Credits: 4

COURSE OBJECTIVES**To enable the student teacher to:**

- Understand Inclusive Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

Unit-I**Inclusive Education concept and Nature.**

- a) Concept and principles of Inclusion, Benefits of Inclusion.
- b) Need of Inclusive education.
- c) Theories of Inclusive Education.

Unit-II**Policies for inclusive education**

- a) Policies and legislations for Inclusive Education and Rehabilitation.
- b) National legislations for Inclusive Education.
- c) Government Scheme and Provisions.

Unit-III**Competencies development for Inclusive Education.**

Philosophical Approaches to Inclusive Education.

- a) Attitude and positive behavior for Inclusion.
- b) Developing attitude and Competencies for Inclusion.
 - (a) Attitude (b) Self- Efficacy (c) Skill (d) Ideologies

SESSIONAL WORK**The students will undertake any one of the following:**

- Visit to special, integrated and inclusive classrooms.
- Critical review of policy and practice and panel discussion by a group of students.

M.A. EDUCATION (CBCEGS) (Semester-I)

- Subject specific Term Work Module/assessment modes –at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned

REFERENCES

1. Ahuja. A.&Jangira, N.K. (2002).*Effective Teacher Training; Cooperative Learning Based Approach*.New Delhi: National Publishing house.
2. Ainscow, M. & Booth. T (2003).*The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
3. Chintamanikar,K.(1992).*Exceptional Children-Their Psychology and Education*,New Delhi: SterlingPublishers Pvt. Ltd.,
4. Dash M.(2005). *Education of Exceptional Children*. NewDelhi: Atlantic Publications and Distributors
5. Jangira N.K. and Mani, M.N.G. (1990).*Integrated Education for Visually Handicapped*,
6. Gurgaon, Old Subjimandi, Academic Press.
7. Jha, M. M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education.
8. Sharma P.L (2003).*Planning Inclusive Education in Small Schools*, R .I E. Mysore.
9. Sharma, P.L. (1990).*Teachers handbook on IED-Helping children with special needs*N.C.E.R .T. Publication
10. Wornock,M.(1978) “*Special Educational Needs*”.Report of the Committee of the Inquiry intothe People,HMSO.

COURSE OBJECTIVES

On completion of this course the students will be able to:

- To make student-teachers aware of the concept of environment and development.
- To enable future teachers to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.
- To encourage inquiry into the role that teachers can play in dealing with curricular areas that focus on environment.

Unit 1: Concept of Environment

- Meaning of the term Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary perspective

Unit 2: Understanding Development in the context of Environment

- Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

Unit 3: Educational Issues and Challenges

- Study of policy documents pertaining to environment; Policy Formulation and Analysis vis-à-vis development concerns
- Significance and scope of environmental issues at the global, national & local levels in school curriculum
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

SESSIONAL WORK

Select any one of the following

- Analysis of relevant documents depicting voices of concern for environment
- Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.

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M.A. EDUCATION (CBCEGS) (Semester-I)

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(PART – II) OPTIONAL PAPERS
EDL-459: PEACE EDUCATION –I

Credits : 4

COURSE OBJECTIVES**On completion of this course the students will be able to:**

- To make future teachers aware of the scale and variety of conflicts affecting contemporary life;
- To encourage inquiry into the complex role that institutionalized education plays in the context of different types of conflicts;
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace.

Unit-I

- a) Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
- b) Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.
- c) Individual and collective self; duality and conflict: interpersonal, communal, national.

Unit-II

- a) Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media; analysis of textbooks from the perspective of peace.
- b) Analysing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.

Unit-III**Preparation for Peace**

- Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;
- Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
- Dialogue: The concept and its applications in life in the family, school, and among peers;

SESSIONAL WORK**Select any one of the following**

- Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.
- Each students will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

REFERENCES

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around the world. London: Lawrence Erlbaum Associates

(PART – II) OPTIONAL PAPERS

EDL-460: EDUCATIONAL ADMINISTRATION AND MANAGEMENT-I

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain concepts of administration and management.
- Apply these concepts in management of education systems.
- Describe the different administrative structures for different levels of education.
- Explain the role of national and local level bodies responsible for educational administrations.

Unit-I

- a) Concepts, nature, principles and scope of educational administration and management.
- b) Educational administration, approaches and emerging trends.

Unit-II

- a) The administrative structure for management of Education Central, State and Local Level. - In India.
- b) Centre – State relationship for educational administration: Constitutional provisions.

Unit-III

- a) Local bodies in education- administrative system and functions
- b) National level bodies: Organisation & activities of the following
 - UGC, NCERT, NUEPA, AICTE, MHRD, CABE

SESSIONAL WORK**Select any one of the following**

- Critical analysis of administrative system of any educational institution
- Prepare the presentation on various strategies of MHRD in context to teacher education

REFERENCES

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M.A. EDUCATION (CBCEGS) (Semester-I)

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8. Greene, J.F. (1975): *School Personnel Administration*. Pennsylvania: Chilton Book Company.
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23. Thomas, I.S. (1980): *Educational Governance and Administration*. America: Prentice Hall.
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(PART – II) OPTIONAL PAPERS
EDL-461: LIFE LONG EDUCATION-I

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain Philosophical and Sociological Basis of Lifelong Education.
- Understand the Concept and Nature of Lifelong Education.
- Discuss the Impact of Concept of Lifelong Education on Formal Education.
- Describe Meaning, Importance, Rationale and need of Distance Education.
- Explain Theories of Distance Education.

Unit-I

- a) Philosophical basis of concept of lifelong education – humanism and existentialism.
- b) Sociological basis of concept of lifelong education: Need and importance in the contemporary world.

Unit-II

- a) Nature and scope of lifelong education.
- b) Impact of lifelong education on formal education; open learning, part time education, web based education.

Unit-III

- a. Distance Education: Meaning, Importance, Need of distance education in India.
- b. Theories of Distance Education:
 - (i). Theory of Independent study (Charles A. Wedemeyer)
 - (ii). Theory of Learner Autonomy (Michael G. Moore)
 - (iii). Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)
 - (iv). Theory of Guided Didactic Conversation (Borje Holmberg)
 - (v). Theory of Significance of Two way Postal communication (John A Baath)
 - (vi). Theory of Human element in an industrialized form of Learning and Teaching (David Sewari)

SESSIONAL WORK

Presentation on Philosophy of Life Long Learning.

REFERENCES

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M.A. EDUCATION (CBCEGS) (Semester-I)

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M.A. EDUCATION (CBCEGS) (Semester-I)

**(PART – II) OPTIONAL PAPERS
EDP–462: PRACTICALS**

Credits: 2

Field Engagement

Credits: 1

To understand the structure, functions and role in education system of the following:

- **DIETS**
- **SCERT**
- **NUEPA**
- **NCERT**
- **Any one RIE**

Reading and Reflecting Texts (Any two)

Credits: 1

Reading and Understanding Educational Texts:

1. Paulo Freire: Pedagogy of the Oppressed
2. Ivan Illich: De-Schooling Society
3. J. Krishna Murthy: Freedom From Known
4. Sri Aurobindo Ghosh: The Integral Yoga

COURSE OBJECTIVES

On completion of this course, the students will be able to:

- Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adapt appropriate approach
- Understand the learner in terms of diversities and its implications on learning
- Learn the factors affecting learner's environment and assessment
- Conceptualize the needs of the learners and the process of learning

Unit-I**Understanding the Process of Learning**

- a) Learning – Meaning and Types of Cognition in Learning: Cognitive processes: sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.
- b) Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger),
- c) Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).

Unit-II**Learner Engagement in the Process of Knowledge Construction**

- a) Critical appraisal of the views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- b) Forms of learner's engagement: modeling, observation, demonstration, exploration, discovering, analysing, contextualisation, collaboration, multiple interpretations, critical reflection (based on action, observation, selected reading, discussion etc.).
- c) Restructuring classrooms to facilitate/maximise learning: Individualized/ self-learning; Group learning: cooperative learning, collaborative learning; learning strategies- theoretical explanation for their relative use

Unit-III:**Role of Motivation in Learning**

- a) Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner);
- b) Achievement motivation; Strategies for motivating learner - Intrinsic and extrinsic motivation
- c) Self Actualization theory of Bandura

SESSIONAL WORK**Select any one of the following**

- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Analysis of a case of adolescent learner with giftedness and backwardness.
- Preparation of Portfolio and Reflective Journal.

REFERENCES

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2. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
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M.A. EDUCATION (CBCEGS) (Semester-II)

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M.A. EDUCATION (CBCEGS) (Semester-II)

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(PART – I) FOUNDATION PAPERS

EDL-464: POLICIES AND CONTEMPORARY ISSUES OF INDIAN EDUCATION

Credits: 4

COURSE OBJECTIVES**On completion of this course the students will be able to:**

- Understand the need and importance of educational policy
- Understand and analyse some determinants of education for present educational system
- To familiarize with various educational policies
- To bring an awareness among the student about policy implementation and policy research
- To sensitize towards Indian Society's inequality and marginalization

Unit-I**Formulation of Educational Policy**

- a) Need and importance of educational policy, objectives and determinants of educational policy
- b) Type of Education Policy - national, state level, short-term, long-term
- c) National Policy of Education(1986), Programme Of Action(1992), Rama Murthy Report

Unit-II

- a) **Monitoring and Evaluation of Policy Implementation:** Monitoring - issues involves evaluation strategies ,Setting evaluation criteria.
- b) **Policy Research:** Concept ,Analysis of documents and Research Surveys
- c) Evaluation studies : impact evaluation, process evaluation.

Unit-III**Contemporary Indian Society/ Inequality and Marginalization:**

- a) Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education, Linguistic, Regional and Religious Diversity
- b) Stratification of Indian Society with reference to Caste, Class, Gender Region (Rural-urban disparity)
- c) Role of Education in addressing the needs of Marginalized groups in Indian society: SC/ST/OBC, Women, Rural and remote region

SESSIONAL WORK

Select any one of the following

Reflection on the following Education Policies:

- a) National Policy on Education (1986),
- b) Acharya Ram Murty Review Committee Report (1990),
- c) Janardhan Reddy Committee Report (1992),
- d) Modified Programme of Action (1992)

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(PART – I) FOUNDATION PAPERS
EDL-465: EDUCATIONAL TECHNOLOGY AND ICT

Credits: 4

COURSE OBJECTIVES

On completion of this course, the students will be able to:

- Understand the nature and scope of educational technology and various forms of technology
- Understand the systems approach to Education and communication theories and modes of communication
- Know the instructional design and modes of development of self-learning material
- Develop the ability for critical appraisal of the audio-visual media
- Develop basic skills in the production of different types of instructional material
- Know the recent innovations and future perspectives of Education Technology
- Understand the role of multimedia in education and its production process

Unit I**Educational Technology**

- a) Educational Technology: Meaning, Nature, Scope, Origin and Approaches.
- b) Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Instructional Design Technology
- c) Major Institutions of Educational Technology in India and their role: CIET, AVRC, EMRC, MCRC, IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

Unit II

- a) Models of Teaching : Meaning, characteristics.
- b) Types (Families) of Teaching Models: Information Processing Model, Social Interaction Model, Personal Development Model, Behaviour Modification Model
- c) Concept Attainment Model, Advanced Organiser Model

Unit III

- a) Bloom's taxonomy of educational objectives and hierarchy of objectives in the cognitive, affective and psychomotor domains
- b) **Programmed Instruction** : Concept and Types: Linear or Extrinsic Programming, Branching or Intrinsic Programming , Development of Programmed Instructional Material: Linear and Branching Model,
- c) Computer Assisted Instruction (drill and practice, tutorial , simulation and games) , Computer Based Instruction

SESSIONAL WORK

Select any one of the following

- Seminar presentation on approaches to educational technology
- Development of frames on any of style of programmed learning.

REFERENCES

1. Aggarwal, R.N. and BipinAsthana (1983). Educational Measurement & Evaluation. Agra: VinodPustakMandir.
2. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
3. Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
4. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
5. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
6. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India
7. Association for Educational Technology, New Delhi.
8. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling
9. Publishers Pvt. Ltd., New Delhi.
10. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
11. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
12. Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

(PART – I) FOUNDATION PAPERS
EDL – 466: EDUCATIONAL RESEARCH & STATISTICS-II

Credits: 2

COURSE OBJECTIVES

On completion of this course the students will be able to:

- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.
- Understand the different research methodologies.
- Use different statistical techniques for analysis of data.

Unit-I**Quantitative Methods**

- (a) Types of research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross- sectional, and longitudinal studies
- (b) Experimental Research:
Nature of experimental research, Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi experimental design: non- equivalent comparison group design, time series design. Internal and external validity of results in experimental research

Unit-II**Qualitative Method**

- a) Qualitative research: Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry
- b) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Unit-III**Inferential Statistics**

- (a) Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way)
- (b) Non Parametric Statistics- Analysis of frequencies using chi-square in Equal probability cases, Normal distribution cases, Small cell, Contingency table (2X2)

SESSIONAL WORK

Select any one of the following

- Critical assessment of statistical technique used in a research report
- Analysis of data using a statistical package SPSS

REFERENCES

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. & Kahan J.V. (1995) : Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1960) : Experimental Design in Psychological Research, New York, Holts (revised ed.). .
4. Gakhar, S.C. (2008) : Statistics in Education and Psychology . N.M Publications.
5. Garret H.E. (1966): Statistics in Psychology and Educaiton. Vakls, Ferrer and Simson Pvt. Ltd. Mumbai.
6. Guilford J.P. (1978): Fundamental Statistics in Psychology and Education. Mc Grew Hell, 6th Edition.
7. Kaul Lokesh (1984) : Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Lindquist; E.F. (1960): Elementary Statistical Methods in Psychology and Education Oxford Book company, New Delhi.
9. Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi.
10. Seigal Sidney (1965): Non-parametric Statistics Mc Grew Hill Books Company, New York
11. Tuckman, B.W. (1972) : Conducting Educational Research, Harcourt Brace, Javanovich.
12. Verman, M. (1965) : Introduction to Educational and Psychological Research, Lond. Asia.

(PART – I) FOUNDATION PAPERS

EDL – 467: THOUGHTS AND PRACTICES IN THE FIELD OF EDUCATION AND PHILOSOPHY**Credits: 4****Course Objectives**

- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To make students able to understand the relationship between Philosophy and Education.
- To make students able to understand Logical analysis, Interpretation and Synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
- To enable students to analyze education from different political perspectives and theoretical frameworks.
- To understand the basic Indian and Western concepts of education
- To develop a critical understanding of major modern educational philosophies

Unit-I**Philosophical and Political Perspectives of Education**

- a) Branches of Philosophy- metaphysics and education , epistemology and education , axiology and education.
- b) Political perspectives of Education.
- c) Modern concepts of Philosophy - logical analysis , logical empiricism and positive relativism.

Unit-II**Education as Interdisciplinary Knowledge : Indian Perspective**

- a) Vision derived from the synthesis of different ancient Indian Philosophies and their educational implications :
Sankhya , Vedanta , Buddhism , Jainism
- b) Critical analysis of thoughts of great educators :
Swami Vivekananda, Rabindranath Tagore, Gandhi, Sri Aurobindo.

Unit-III

Education as Interdisciplinary Knowledge: Western Perspective

- a) Vision derived from the different schools of thoughts and their educational implications
Idealism, naturalism, Pragmatism, Existentialism
- b) Critical analysis of thoughts of great educators :
Rousseau, Karl Marx, John Dewey.

SESSIONAL WORK

Assignments based on educational philosophy of any two philosophers (one western and one Indian) Tagore or Aurobindo and Karl Marx or Rousseau and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

REFERENCES

1. Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2. Brubacher, J. S. (1962). *Eclectic Philosophy of Education*. Prentice Hall, New Jersey: Engelwood Cliffs.
3. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
4. Dhavan, M. L. (2005). *Philosophy of Education*. Delhi: Isha Books.
5. Kilpatrick, W.H. *Source Book in the Philosophy of Education*. New York: McMillan and Company.
6. Kneller, G.F. (1963). *Foundations of Education*. London and New York: John Wiley and Sons, Inc.
7. Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.
8. Park, J. (1961). *The Philosophy of Education*. New York: Macmillan Company.
9. Phenix, P.H. (1960). *Philosophy of Education*. New York: Holt, Rinehart and Winston.
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12. Weber, C.O. (1960). *Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
13. Weerasinghe S.G.M. (1993). *The Sankhya Philosophy: A Critical Evaluation of its origins and Development*. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

(PART – II) OPTIONAL PAPERS

EDL-468: EDUCATIONAL MEASUREMENT AND EVALUATION–II

Credits: 4

COURSE OBJECTIVES

The students will be able to:

- Explain the concepts and techniques of measurement and evaluation.
- Develop skills in the construction and standardization of tests.
- Explain the applications of advanced statistical techniques.

Unit–I

- a) Characteristics of a Good Measuring Tool.
- b) **Reliability and Validity:** Types and Factors Affecting Reliability.

Unit–II

- a) Grading System and Continuous Internal Assessment
- b) Question Banks and Uses of Computer in Education

Unit–III

- a) Non-Parametric tests: Concept, Differences with Parametric tests, Analysis of variance (one way and two way): Assumptions and computation
- b) Chi-square test of independence: Hypotheses of Equality and Normality

SESSIONAL WORK

Assignment on difference between Parameteric and Non Parametric Test

REFERENCES

1. J.P.Lal, Yadav Seema.(2008). Educational Measurement and Evaluation. Anmol Publications Pvt. Ltd.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
4. Gakhar, S.C. (2009): Statistics - in Education and Psychology.
5. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
6. Fruchter, B. (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
8. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

(PART – II) OPTIONAL PAPERS
EDL-469: GUIDANCE AND COUNSELLING-II

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Describe various testing and non testing techniques of guidance and counselling.
- Analyze theories of career development and their implications.
- Explain relevance of helping relationship and role of counsellor as helper
- Elaborate counselling process and interview.

Unit-I

- a) **Testing Techniques of Student Appraisal:** Intelligence, Personality, Aptitude and Interest.
- b) **Non-Testing Techniques of Student Appraisal:** Interview, Observation, Case study, Anecdotal Record and Cumulative Record.

Unit-II

- a) Concept and Theories (Roe, Super, Krumboltz) of Career Development and Dynamic Factors Influencing Career Development.
- b) **Helping Relationship:** Meaning, Nature and Importance. Counselling as Helping Relationship.

Unit-III

- a) Counselling Process and Process of Referral.
- b) **Counselling Techniques and Practices:** Structure the Counselling-Relationship, Degree of Lead by Counsellors, Non-Verbal Behaviour, Transference and Counter-Transference, Process of Referral.

SESSIONAL WORK**Administration and Interpretation:**

- a) Aptitude Test
- b) Interest Test

REFERENCES

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
4. Kinra (2008). Guidance and Counselling. Delhi: Dorley Kindersley Pvt. Ltd.
5. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
6. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.
8. Arbucle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon.
9. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications.
10. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan.
11. Burnard, P. (2005): Counselling Skills Training, New Delhi: Viva Book Private Limited.
12. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage.
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15. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jerrey, Prentice Hall.
16. Ghose, J. (1995): Vocational Guidance, New Delhi: U.S.S Publication.
17. Gibson, Robert L. & Mitchell, Marianne, H. (2007): Introduction to Counselling and Guidance, Pearson Prentice Hall of India, New Delhi.
18. Luis, M.D., Mayer, R.L. and Louis, J.A.(1986): An Introduction to Counselling, Profession, Illinas, F.E. Peacock Publishers.
19. Shashi Prabha Sharma(2005). Career Guidance and Counselling: Principles and Techniques. Kanishka Publishers.
20. Pietrofa, J.J.Hoffman, A and Splete, H.H. (1984): Counselling: An Introduction, E. Houghton, Mifflin Company.
21. Petterson, G.H. (1962): Counselling and Guidance in Schools, Mecgraw Hill Book Compaby, London.
22. Saxena, A. (2007): Modern Techniques of Counselling, New Delhi: Rajat Publications.
23. Shertzer, B. and Stone S.C. (1974): Fundamentals of Counselling, Boston, Houghton Mifflin Co.
24. Sherlzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
25. Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

**(PART – II) OPTIONAL PAPERS
EDL–470: INCLUSIVE EDUCATION-II****Credits: 4****Course Objectives****On completion of this course the students will be able to:**

- Understand the nature of difficulties encountered by children with diverse needs.
- Understand the needs of the children with diverse needs.
- Appreciate the need for promoting inclusive practice.
- Appreciate the role of the concerned personnel.

Unit-I**Education for Children with Diverse Needs**

- a) Definition and characteristics of children with sensory(hearing, visual and physically challenged),intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- b) Role of resource teachers working in inclusive setting for the development of children with diverse needs.
- c) Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations

Uni-II**Curriculum Adaptation for Children with Diverse Needs**

- a) Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement, slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- b) Guidelines, Techniques and methods used for adaptation of content, laboratory skills and play material.
- c) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III**Utilization of Resources for Inclusion**

- a) Concept and importance of human and material resources.
- b) Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- c) Managerial skills for mobilizing appropriate resources.
- d) Identifying the required resources for children with varied special needs

SESSIONAL WORK**Select any one of the following**

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:

1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
2. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
3. Chintamanikar,(1992).Exceptional Children-Their Psychology and Education,Sterling Publishers Pvt. Ltd., New Delhi
4. Dash M.,Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
5. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped,Gurgaon, Old Subjimandi, Academic Press.
6. Jangira.N.K.(1986)Special Education, Britania and Britania and India, Gurgaon Academic Press,India
7. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

M.A. EDUCATION (CBCEGS) (Semester-II)

8. Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
9. Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
10. Sahu,B.K.(1962) Education of Exceptional Children, Houghton Mifflin Company, Boston
11. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
12. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E.R.T Publication.
13. Wornock,M.(1978)''Special Educational Needs''.Report of the Committee of the Inquiry into the People,HMSO.

COURSE OBJECTIVES

On completion of this course the students will be able to:

- To make student teachers understand about the concept importance scope and aims of environmental education.
- To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environmental for preparing a curriculum for environmental education.
- To enable the students teacher to develop various and strategies for realizing the objectives of environmental education.
- To enable the students teacher to understand about various projects in the area of environmental studies in different countries.

Unit–I**Concept of Environment Education**

- a) Introduction : concept importance scope ;Aims and Objectives;Guiding principles and foundations.
- b) Relationship between man and Environment.
- c) Ecological and psychological perspective

Unit–II**Environmental Hazards**

- a) Environmental pollution; physical, air, water, noise, chemical.
- b) Extinction of flora and fauna, deforestation, soil erosion;Need for conservation, preservation and protection of rich environmental heritage.
- c) Programme of environmental education for primary, secondary and higher education institutions.

Unit–III**Curriculum for environmental education.**

- a) Environment Education Curriculum: Concept, Features
- b) Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- c) Methods – discussion, seminar, workshop, Dialogue, Problem Solving,Field Surveys, Project and Exhibition; Role of Media, Print Films, and TV

SESSIONAL WORK

Submit a report after surveying a typically degraded local area and to suggest necessary remedial measures. The task is to cover any two types of pollution and assessing the role of the Pollution control boards in this reference.

REFERENCES

1. Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. & Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press
8. Harvey, B. & Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
9. Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication
10. Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
11. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
12. Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE) Education. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.

M.A. EDUCATION (CBCEGS) (Semester-II)

13. Raghunathan, Meena&Pandy, Mamta(Eds) (1999). *The Green Reader: An Introduction to Environmental Concerns & Issues*. Ahmadabad: Centre for Environment Education
14. Scrase, T. J. (1993). *Image, Ideology and Inequality*. New Delhi: Sage Publication
15. UNEP (2013). *Emerging issues in our global environment (year book)*.United Nations Environment Programme.
16. UNESCO – UNEP (1980). *Environment Education: What, Why, How . . . Paris: International Education Series*.
17. UNESCO-UNEP (1990). *Basic Concepts in Environmental Education*. In *Environment Education Newsletter*. Paris: UNESCO
18. VidyaBhawan Society (1995). *Report of the Seminar on Environmental studies (23rd-25th November, 1995)*. Udaipur
19. Yencker, D., Fier, J. & Sykes, H. (2000). *Environment Education and Society in the Asia– Pacific*. London & New York: Routledge Publication

M.A. EDUCATION (CBCEGS) (Semester-II)**(PART – II) OPTIONAL PAPERS
EDL-472: PEACE EDUCATION –II****Credits: 4****COURSE OBJECTIVES****On completion of this course the students will be able to:**

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education
- Recognize the importance of peace education in national development.

Unit-I**Nature and Concept of Peace and Education**

- a) Role of Education- in Peace Education
- b) Role of Religion- Religious harmony; role of Peace Education in a multicultural India
- c) Aims and Objectives of Peace Education
- d) Great Educationist's view on Peace and Peace and Education M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha and Mahaveera

Unit-II**Approaches and Strategies of Peace Education**

- a) Conflict management- Cultural awareness- Role of the society; Gandhi an War of Conflict resolution
- b) Elements of Effective Peace Education
- c) Sources of Peace Knowledge and practices

Unit-III**Initiatives in Peace Education**

- a) Programmes of Peace Education Initiative at various levels of Education- Formal informal- School Education, Higher Education
- b) Role of National and International Institutions
- c) Need for Research in peace Education- Formative and Summative evaluation in Peace Education

SESSIONAL WORK

Developing an action plan for peace in school and local community

REFERENCES

1. Monisha Bajaj, "*Encyclopedia of Peace Education*" Information Age publishing Inc., Yugoslavia 2008.
2. Ian M. Harris, Mary Lee Morrison, "*Peace education*" Mc Farland and Company Inc Publishers, 2003.
3. Publishers, 2003.
4. Jing Lin, Edward J. Brantmeier, Christa Bruhn, "*Transforming education for peace*" Information Age publishing Inc., U.S.2008.
5. Rachel MacNair, "*The psychology of peace: an introduction*" Praeger Publishers 2003.
6. Emmanuel Babu Joseph Kallarackal, "*Peace education in northeast India*" Fordham University publishers Inc., 2007.
7. Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, "*Peace education: Perspectives from Brazil and India*" Malmö School of Education Publishers inc., 1990.
8. L. Mishra, "*Peace Education: Framework For Teachers*" 2009.
9. Balvinder Kaur, "*Peace Education : New Trends And Innovations*" 2006.
10. Singh, "*Peace & Human Rights Education*" 2008.
11. Johnson David W. Jr., Roger T. Johnson, "*Peace Education: A Special Issue of Theory Into Practice*" 2005

(PART – II) OPTIONAL PAPERS

EDL-473 EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Highlight need, importance and scope of educational planning.
- Describe various approaches to planning.
- Explain different stages of educational planning.
- Discuss the problems in implementing plans.
- Explain meaning and functions of supervision in education.
- Describe concepts and implications of organizational climate, job satisfaction, motivation and conflict management for teachers and administrators.

Unit-I

- a) **Educational Planning:** Need, importance, stages and scope.
- b) Approaches to planning; Institutional planning.

Unit-II

- a) Planning and implementing supervisory programs, problems. Problems in implementing plans – sociological, political and economic.
- b) **Educational and supervision:** Meaning, functions and types.

Unit-III

- a) Concept of Organizational climate, Motivation, Job satisfaction.
- b) Conflict management for teachers and administrators.

SESSIONAL WORK**Select any one of the following**

- Prepare a plan for the establishment of a new elementary school.
- Analysis of School Education Act of a state.

REFERENCES

1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

M.A. EDUCATION (CBCEGS) (Semester-II)

5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
8. Greene, J.F. (1975): School Personnel Administration. Pennsylvania: Chilton Book Company.
9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
10. Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.
11. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.
12. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.
13. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh: Mohindra Capital Publishing.
14. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
16. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.
17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
20. Sayeed, O.B. (2001): Organisational Commitment and conflict. New Delhi: Sage Publications.
21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.
24. Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery Publishing House.

(PART – II) OPTIONAL PAPERS
EDL–474 LIFE LONG EDUCATION–II

Credits: 4

COURSE OBJECTIVE**The students will be able to:**

- Explain the concept, aims and need of adult and continuing education.
- Explain the impact of Life Long Education approach on global policies.
- Describe the development of Open and Distance Education in India.
- Highlight the impact of information technology on distance education.

Unit–I

- a) **Adult and Continuing Education:** Concept, Aims, Need and Importance in Developing a Learning Society.
- b) Recent Impact of Life Long Education Approach on Global Policies

Unit–II

- a) Development of Open and Distance education with reference to National Policy of Education (1986, 1992 revised).
- b) Problems of Distance Education.

Unit–III

- a) Modalities of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV and Radio, CAI.
- b) Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education.

SESSIONAL WORK

Survey on awareness of global policies for Life Long Education/ technological revolution in distance education.

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M.A. EDUCATION (CBCEGS) (Semester-II)

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5. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
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M.A. EDUCATION (CBCEGS) (Semester-II)

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44. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class : Education for the Missing Millions. London: Croom Helm.
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(PART – II) OPTIONAL PAPERS
EDP 474–: PRACTICALS

Credits: 2

1. Achievement motivation test.
2. Self Actualization Test by Bandura.
3. Transfer of Learning.
4. Bhatia Battery

(PART – I) FOUNDATION PAPERS
EDL–475: ISSUES AND CONCERNS IN SECONDARY EDUCATION

Credits: 4

COURSE OBJECTIVES:

This course is designed to help student-teachers to

- understand the concept, objectives and nature of secondary education.
- examine the status of development of secondary education in India.
- understand the interventions required to solve the problems and issues in imparting quality education in secondary schools.
- develop the ability to identify the problems and issues of secondary school teachers

Unit-I**Concept, Status of Secondary Education**

- a) Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages.
- b) Present situation of secondary education in the country. Universalisation of secondary education – access, enrolment, retention and learning achievement of students, Structure and systems of schools,
- c) Concept of RMSA; Examination Reforms, administration and financing of secondary education

Unit-II**Quality Education at Secondary Level**

- a) Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic),
- b) Problems and challenges to quality improvement, through setting standards of performance and monitoring
- c) Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.

Unit-III**Secondary School Teacher**

- a) Issues related to professionalism – code of professional ethics for Teachers; changed role of the teacher in the new millennium – learning facilitator and diagnostician
- b) Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role over load, role stress and strain
- c) Accountability of teachers. Role of teacher organizations and unions in the development and improvement of quality education at the secondary school level.

SESSIONAL WORK**Select any one of the following**

- Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.
- Visits to different types of secondary schools and preparation of school profiles.
- Visit to alternative education centers at secondary level and preparation of a report.

REFERENCES

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4. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
5. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
7. NCERT (1997) Code of Professional Ethics for Teachers.
8. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and in-service programme, New Delhi.
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10. Singh, R.P. (Ed) Teacher Training in India-Looking Ahead Federation of Management & Educational Institutions, New Delhi.

(PART – I) FOUNDATION PAPERS
EDL–476: GENDER SCHOOL AND SOCIETY

Credits: 4

COURSE OBJECTIVES

To enable the students teacher to

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

Unit-I**Gender Issues And Concerns**

- a) Meaning of gender, patriarchy, masculinity and feminism.
- b) Gender identity in socialization practice in family, schools and other formal and informal organization.
- c) Concept of Gender Equity and equality in education: Problems of access, retention, stagnation and dropout.

Unit-II**Social Construction of Gender**

- a) Process of socialization, Family, school and society
- b) Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender
- c) Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature

Unit-III**Gender and School**

- a) Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture),
- b) Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- c) Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

ROLE OF EDUCATION IN GENDER SENSITIZATION

- a) Role of Education in Gender sensitization: Identifying education as a catalyst agent for gender equality.
- b) Role of curricular and co-curricular activities in combating gender bias.
- c) Efforts of government and non-government organization in dealing with gender inequalities.

SESSIONAL WORK**Select any one of the following**

- Field visits to schools to observe school processes from Gender perspective in a Boys School, Girls School, Co-Education School.(Submission of a Report)
- A critical study of schemes such as KGBV, Nanhi Chhaon(Punjab).
- An analytical study of textbooks published by different states, private publishers and NCERT.

REFERNCES

1. Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi
2. Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi
3. Dube, Leela 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)
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5. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
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7. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
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9. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
10. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
11. Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press

M.A. EDUCATION (CBCEGS) (Semester-III)

12. Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
13. Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
14. Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
15. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24
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19. West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', *Gender and Society*, Vol. 1, No. 2 Jun.: 125-151

(PART – I) FOUNDATION PAPERS
EDL-477: CREATING AN INCLUSIVE SCHOOL

Credits: 4

Course Objectives

On completion of this course, the students will be able to:

- examine issues of identity and diversity in society in general and education in particular
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop an understanding of the needs and magnitude of the challenges faced by learners with diverse needs,
- develop an understanding of the educational needs of children from the socially disadvantaged background,
- collaboration between teacher and special educator, parents, outsourced experts,

Unit-I**Creating and Inclusive Practices**

- a) Index of Inclusion- culture, policy, and practice
- b) Preparation for Inclusive Education
- c) Factors for Successful Inclusion, Building learning friendly classrooms

Unit-II**Towards inclusion: Paradigm and policy perspective with reference to children with disabilities**

- a) Historical perspective and contemporary trends, Journey from charity , medical, social towards humanrights based model
- b) Constitutional provisions: PwD Act (1995), RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006), Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000)
- c) National Institutes of disabilities(Indian), National Trust (1999) and NGO's, Special role of institutions for education of Children with Disabilities: RCI (2002)

Unit-III**Inclusive practices in classrooms: Position of teacher, support structures and networks**

- a) School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
- b) Role of Teachers , parents and other community members for supporting inclusion of children with diverse needs.

M.A. EDUCATION (CBCEGS) (Semester-III)

- c) Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
- d) Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi disciplinary team (along with child in the decision making process)

SESSIONAL WORK

Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted

REFERENCES

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2. Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. *European Journal of Psychology of Education*. Vol. 21, No. 3 (September 2006), pp. 239-252
3. SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. *Curriculum Inquiry*, Vol. 43, No. 3 (JUNE 2013), pp. 360-387
4. Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. *Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
5. Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational Research
6. *British Journal of Educational Studies* Vol. 46, No. 4 (Dec., 1998), pp. 440-454
7. Leslie C. Soodak. Classroom Management in Inclusive Settings. *Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333

M.A. EDUCATION (CBCEGS) (Semester-III)

8. K. Mishra and Ruchika Gupta. Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029
9. Dianna L. Stone and Adrienne Colella. A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. *The Academy of Management Review* Vol. 21, No. 2 (Apr., 1996), pp. 352-401
10. Katherine Corbett, Susan Shurberg Klein and Jennifer Luna Bregante. The Role of Sexuality and Sex Equity in the Education of Disabled Women. *Peabody Journal of Education*. Vol. 64, No. 4, Sex Equity and Sexuality in Education (Summer, 1987), pp. 198-212
11. Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia* Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66
12. Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)
13. Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643
14. India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556

(PART – I) FOUNDATION PAPERS
EDL-478: EDUCATIONAL TECHNOLOGY AND ICT

Credits: 2

COURSE OBJECTIVES

- Appreciate the role of internet as a learning resource
- Know about ICT in general and ICT in education in particular
- Appreciate need, issues and challenges related to ICT in education
- Understand the role of ICT in education in decision making

Unit-I

- a) Computer Operating System: Concept, Types, Features and Functions
- b) Information and Communication Technology Concept, Characteristics, Modes and use of ICT in Teaching- Learning Process.
- c) New horizons in educational technology: e-learning, e-resources (e-books, e-journals, e-blogs), Virtual classrooms

Unit-II

- a) **E-learning** : Concept, Attributes/Features of E-learning , Types/categories of e-learning, E-Learning Technologies , Pedagogical Approaches to E-Learning , Tools for Offering E-Learning
- b) **E-Learning Trends** : Personalized and Co-operative E-Learning, Social and Collaborative E-Learning, Gamification and Video E-Learning ,Mobile Learning, Blended Learning
- c) Research trends in E-Learning

Unit-III

- a) On Line Learning and Networking
- b) Social and ethical Issues.(Cyber Informatics)
- c) Plagiarism and its types

SESSIONAL WORK**Select any one of the following**

1. A study of EDUSAT and teleconferencing.
2. Using word processor, spread sheet and presentation software to produce various teaching learning resources.
3. A study of status of technology integration in teacher education institutions

REFERENCES

1. Ahalpara, D.P. and others (2001), "Introduction to Computers-Std.9", Gujarat State Board of School Textbooks, Gandhinagar.
2. Ahalpara, D.P. and others (2001), "Introduction to Computers-Std.10", Gujarat State Board of School Textbooks, Gandhinagar.
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4. Bartee, Thomas C. (1983), "Digital Computer Fundamentals", McGraw-Hill International book Company.
5. Bharihok Deepak (2000), Fundamentals of Information Technology, Pentagon Press, New Delhi
6. ClStems School of Computing (2000) Jaipur, "Internet: An Introduction", Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Denis, Kim, Sen and Morin (2000), "Information Technology - The breaking Wave", Tata McGraw-Hill Publishing Company Limited, New Delhi.
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9. Jain Amit; Sharma Samrat; & Benarji Saurab (2002), Microsoft Excel for Beginners, NISCOM, CSIR, New Delhi.
10. Jain Amit; Sharma Samrat; & Benarji Saurab (2002), Microsoft PowerPoint, NISCOM, CSIR, New Delhi
11. James, K L (2003), The Internet: A User's Guide, Pentice Hall of India Pvt. Ltd., New Delhi
12. Meredith Marilyn and Rustkosky Nita (2000), "Advanced Microsoft Office-2000", BPB Publication, New Delhi.
13. Madaan, Gupta and Arya. "The Illustrated Computer Dictionary", Dreamland Publication, New Delhi.

M.A. EDUCATION (CBCEGS) (Semester-III)

14. Mallik, Utpal et. Al. (2001), Learning with Computers level-III, NCERT, NewDelhi
15. Meredith Marilyn and Baber Roberta (1998), "Computers in Your Future", Prentice-Hall of India Pvt. Ltd., New Delhi.
16. Roblyer, M. D. (2006), *Integrating Educational Technology into Teaching*, Upper Saddle River, NJ: Pearson, *Education Inc.*
17. Sandars Donald, H (1998), Computers Today, McGraw Hill Book Company, New Delhi
18. Sarkar, S K& Gupta, A K (1998), Elements of Computer Science, S Chand & Company, New Delhi
19. Saxena Sanjay (2000), A First Course in Computers, Vikas Publishing House Pvt. Ltd., New Delhi
20. Semenov, Alexy (2000) Information and Communication Technologies in Schools, A handbook for Teachers, UNESCO
21. Spenser, Donald D. (1993), "The Illustrated Computer Dictionary", Universal Book Stall, New Delhi.
22. Singh, V.P. and Singh, Meeanakshi (1999), "Computer-Terms and Definitions", Asian Publishers, New Delhi.
23. Sitaram, B.R. and others (2001), "Introduction to Computers-Std. 8", Gujarat State board of School Textbooks, Gandhinagar.
24. Tehenbaum, Andrews (1995), Computer Networks, Prentice-Hall of India Pvt. Ltd., New Delhi.
25. Tehenbaum, Andrews (2003), Modern Operating Systems, Prentice-Hall of India Pvt. Ltd., New Delhi.
26. UNESCO's set of seven CDs with special reference to UNESCO Bangkok E-Learning Series on Information and Communication Technology (ICT) in Education, ISBN: 978-92-9223-259-7, URL: <http://www.unescobkk.org/education/ict/>

M.A. EDUCATION (CBCEGS) (Semester-III)

**(PART – I) FOUNDATION PAPERS
EDD–479: DISSERTATION PROPOSAL**

The student will have to submit the dissertation proposal latest by 15th September.

M.A. EDUCATION (CBCEGS) (Semester-III)**(PART – II) OPTIONAL PAPERS****EDL-480: EDUCATIONAL MEASUREMENT AND EVALUATION-III****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Understand the concept and techniques of measurement and evaluation.
- Attain knowledge of the applications of advanced statistical techniques.

Unit-I

- a) Formative and Summative Evaluation.
- b) Diagnostic Testing and Remedial teaching.
- c) Marking and Reporting System.

Unit-II

- a) Educational Norms- Age Norms, Grade Norms, Stanine Norms
- b) Percentiles, Standard Scores, T-scores

Unit-III

- a) **Correlations:** Assumptions, Uses and Computation of Product Moment Correlation.
- b) Biserial and Point Biserial Correlation.
- c) Uses and Computation of Tetrachoric and Phi-Coefficient of Correlation.

SESSIONAL WORK

Explore SPSS Package and Application of various statistical techniques by using SPSS Package

REFERENCES

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction, New York.
4. Gakhar, S.C. Statistics – In Education and Psychology
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6. Fruchter, B. (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
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10. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and
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M.A. EDUCATION (CBCEGS) (Semester-III)**(PART – II) OPTIONAL PAPERS
EDL–481: GUIDANCE AND COUNSELLING–III****Credits: 4****COURSE OBJECTIVES:**

The students will be able to:

- Explain the relationship of guidance with curriculum, administration, discipline and home.
- Explain the concept of mental health and hygiene.
- Describe the theories of counselling.
- Explain the modern trends and implications of counselling and role of parents and teachers.

Unit–I

- a) Guidance Relationship: Guidance and Curriculum, Guidance and Administration, Guidance and Discipline, Guidance and Home.
- b) Role of Teacher, Head of School, Psychologist, Parents, Physical Education Teacher as Guidance Personnel.

Unit–II

- a) Mental Health and Hygiene – Meaning, Importance and Factors Affecting Mental Health.
- b) Guidance for Preserving Mental Health and Hygiene – Role of Teacher.

Unit–III

- a) Theories of Counselling:
 - i) Rational emotive behaviour theory.
 - ii) Indian Therapeutics approach.
- b) Counselling Implications of: Knowledge Explosion, Population Explosion and Nuclear family.

SESSIONAL WORK

Mental Health Test.

Survey of guidance services provided in schools.

REFERENCES

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt.Ltd.
4. Myers, G.E. (1941): Principles and Techniques of Vocational Guidance. New York: McGraw Hill.
5. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
6. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.
8. Gibson, R. L. & Plitchell, M. H. (2005): Introduction to Counselling and Guidance (6th Edition) New Delhi, Pearson Education Pvt. Ltd.

M.A. EDUCATION (CBCEGS) (Semester-III)**(PART – II) OPTIONAL PAPERS
EDL-482 INCLUSIVE EDUCATION****Credits : 4****COURSE OBJECTIVES:**

On completion of this course the students will be able to

- Use technology in inclusive classrooms
- Identify and utilize existing support services for promoting inclusive practice.
- Understand the role of facilitators in inclusive education
- Create a conducive teaching learning environment in diverse school settings.

Unit-I**Managing Inclusive Education in Classrooms**

- a) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching)
- b) Practices and classroom management in inclusive education: seating arrangement, whole class teaching, Activity Based Learning, Peer Tutoring and Cooperative/Collaborative learning
- c) Use of ICT in inclusive classrooms

Unit-II**Supportive Services for Inclusion**

- a) Concept, importance and types of supportive services (medical, rehabilitative and educational); Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- a) Role of teacher and teacher educators in utilizing support services for inclusion

Unit-III**Facilitators for Inclusive Education**

- a) Need for Multidisciplinary Approach
- b) Role and Responsibilities: Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations
- c) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators

SESSIONAL WORK

- Conduct a survey on any one type of disability in children, enlist the required support services for including them in main-stream.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of inclusive school.

REFERENCES

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M.A. EDUCATION (CBCEGS) (Semester-III)**(PART – II) OPTIONAL PAPERS
EDL-483: ENVIRONMENT EDUCATION-III****Credits : 4****COURSE OBJECTIVES:**

To enable the student teacher to

- Understand concepts concerning various aspects of the Educational for sustainable Development.
- Recognize dependence of human life on the environment.
- Identify local and region specific environmental problems.
- Understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.

Unit-I

- (a) India as a mega biodiversity Nation, The teacher as an Environmental Educator
- (b) Greening the textbook
- (c) Environmental degradation and its impact on the health of people

Unit-II**UNDERSTANDING: SUSTAINABLE DEVELOPMENT**

- (a) Environment and Development; Economic growth and sustainable consumption
- (b) Sustainable use of forest produces.
- (c) Biological control for sustainable agriculture

Unit-III**INDIVIDUAL, SOCIETY, GOVERNMENT, ICT AND MEDIA IN ENVIRONMENTAL EDUCATION**

- (a) Role of individual in prevention of pollution: air and water; Community participation in natural resource management – water, forests, etc.
- (b) Environmental legislation: awareness and issues involved in enforcement
- (c) Role of ICT, media and ecotourism in creating environmental awareness; Role of local bodies in environmental management

Practical: (any one)

- The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club.
- The activity has to be on some local specific issue pertaining to the place of residence of the student. The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

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**(PART – II) OPTIONAL PAPERS
EDL-484 PEACE EDUCATION –III****Credits: 4****COURSE OBJECTIVES:**

To enable the student teacher to

1. understand the concept of human rights and child rights.
2. realize the importance and need of human rights and child rights.
3. comprehend the role of the Constitution in human rights and child rights.
4. comprehend the concept of peace education.

Unit-I**UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY**

- a) Awareness of relevance of peace.
- b) Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- c) Compassion, love and caring , mindfulness in all transaction of avoid hurt , humiliation, degrading over academic , personal , social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.

Unit-II**ORIENTING EDUCATION FOR PEACE BUILDING**

- a) Challenging the traditional models of learning to constructivist approaches in teaching
- b) Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making
Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels
- c) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level

Unit – III**EVALUATION OF THE PEACE- BUILDING PROCESSES**

- a) Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes , values , skills and strategies at school level – motivation and sustenance of efforts , sharing experiences towards peace building , reviewing strategies.
- b) Making assessment visible through objective indicators , planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment
- c) Developing commitment and willingness for receiving feedback, and review of strategies.

Practical: (Any one of the following)

- Write an Essay on Peace Building and Its various mechanisms
- Developing and action plan for peace in school and local community/Poster presentation.
- Policy analysis regarding Child Rights-Report writing
- Organization of awareness programme and Report writing.

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(PART – II) OPTIONAL PAPERS

EDL–485: EDUCATIONAL ADMINISTRATION AND MANAGEMENT–III

Credits: 4

COURSE OBJECTIVES**The students will be able to:**

- Explain the concept and theories of leadership.
- Explain different styles of leadership.
- Describe the leadership traits and skills of educational administrators.
- Explain therefore Teaching and Training for leadership.
- Explain the financial policy for education.
- Explain importance of budget preparation for education.
- Explain the concept and theories of organizational change.
- Explain the importance of organizational change and modernization of educational management.

Unit–I

- a) **Leadership:** Concept and theories, styles.
 b) **Leadership Traits and Skills:** Implications for educational administrators, Teaching and training for leadership.

Unit–II

- a) **Financing in Education:** Policy at Central, State and Private levels.
 b) Budget preparation for education.

Unit–III

- a) **Organizational Change:** Concept and theories
 b) Implication of organizational change to modernization of educational management.

SESSIONAL WORK

- Report On the current practices/trends in the field of Educational Leadership.
- Prepare a report by assessing the type of leadership of five principals of different schools.

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M.A. EDUCATION (CBCEGS) (Semester-III)

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M.A. EDUCATION (CBCEGS) (Semester-III)**(PART – II) OPTIONAL PAPERS
EDL–486: LIFE LONG EDUCATION–III****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the concept of Andragogy
- Enlist Principles of adult learning
- Explain policy for adult and continuing education programme.
- Explain role of universities in Life Long Education.
- Self learning module in Distance Education.
- Student Support Services in distance education
- Relationship between Distance Education teacher and learner.

Unit–I

- a) **Andragogy:** Meaning and concept, implication for adult learning, Principles of adult learning.
- b) Role of universities in adult and continuing education.
- Department/Centre for adult and continuing education and extension education.
 - Regional resource centres.
 - The field outreach programmes

Unit–II

- a) **Administration and Management of Adult and Continuing Education Programmes:**
Bodies and Functionaries Govt of Indian and UGC Guidelines
- b) Importance learning modules; Planning and Preparation of self instructional material (SIM)- Steps of Writing SIM, Editing, Reviewing and Distribution.

Unit–III

- a) **Importance and Organization of Student Support Services in Distance Education:**
Study Centres, mentors/counsellors, counselling session, Personal Contact Programmes (PCP's), mobile libraries.
- b) Relationship between distance education teacher and learner.

SESSIONAL WORK

Development of a self instructional lesson.

REFERENCES

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M.A. EDUCATION (CBCEGS) (Semester-III)

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(PART – II) OPTIONAL PAPERS
EDP-487: PRACTICALS

Credits :2

Select any two of the following

- I.** The student will learn how to handle various technology equipments
 - OHP
 - LCD
 - Direct Projector.
- II.** The students will have hands on experience with
 - Smart Classes
 - Virtual Classroom
- III.** The students will have to prepare and present at least 2 OHP slides,
- IV.** The students will have to prepare and present PowerPoint presentation
- V.** Preparation of a lesson plan based on CAI

(PART – I) FOUNDATION PAPERS
EDL-488: ANDRAGOGY OF EDUCATION

Credits: 4

Course Objectives**On completion of this course, the students will be able to:**

- Understand the nature of connections and interaction involved in the process of education.
- Understand the multiple perspectives of pedagogy
- Understand the process of andragogy and its linkage with pedagogy
- Discover the learning theories of andragogy in the context of higher education
- Identify, analyse and reflect on teaching approaches of andragogy
- Understand the transactional modes of teacher education programmes based on andragogical processes.

Unit – I**Pedagogy and Andragogy**

- a) Meaning of Child Centered Pedagogy and its importance; Paradigm shift from teacher-centeredness to child centeredness
- b) Concept of andragogy; its origin; principles of androgogy; characteristics of adult learners and their implications to androgogic techniques for teacher training;
- c) Androgogic model of Knowles, Difference Between Pedagogy and Andragogy

Unit – II**Learning Theories of Andragogy**

- a) Learning- concept, characteristics ,factors affecting learning, paradigm shift from behaviourism to constructivism
- b) Learning process in the context of student in higher education
- c) Cognitive learning – Gestalt theories (Wertheimer, Kohler, and Koffka), Piaget and Donaldson

Unit –III

Teaching Approaches Of Andragogy

- a) Teaching approaches – ice breaking/ brain storming, inquiry, reflection, activity & team work, discussion, Experiential learning, Field interactions; Reflective thinking
- b) Adult learning theory- Andragogy, self directed learning, transformational learning, ICT integration in higher education
- c) Teacher experiences as the basis of training; Reconstruction of experiences into meaningful wholes; Status of teacher education programmes with reference to their curriculum and transactional procedures; Need for restructuring the transactional modes of teacher education programmes based on androgical processes.

SESSIONAL WORK**Select any one of the following**

- Visit to life long learning centre located in rural, urban areas and critical analysis of their events and courses.
- To develop a lesson plan by using andragogy approaches for catering the needs of adult learners.

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M.A. EDUCATION (CBCEGS) (Semester-IV)

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(PART – I) FOUNDATION PAPERS
EDL-489: LIFE SKILLS AND YOGA

Credits: 2

COURSE OBJECTIVES

On completion of this course, the students will be able to:

- To introduce them to the philosophical bases of Yoga.
- To understand the basic concepts contained in Patanjali's Yoga Stutra.
- To introduce them to types of Yoga and its importance.
- To motivate them to resort to physical activity for the fitness development.
- Develop an understanding about the desired life skills
- To acquaint them with the Role of Yoga in Holistic Education
- To understand the relationship of yoga education in developing life skills

Unit-I**Life Skills Education**

- a) Life Skills Education : Concept, Types and Scope
- b) Importance and Detailed study of Core Life Skills.
- c) Humanistic Education- Need for Life Skills Education, UNESCO report on Life Long Education-1971

Unit-II**Yoga Education**

- a) Yoga: Historical development – Pre-classical, Classical, Post-classical and Modern period, Foundation of Patanjala Yoga Sutra
- b) Yoga Vidya: Meaning, nature, types, purpose, aims of life-(Purusharth), Misconceptions regarding Yoga Education.
- c) Ashtang Yoga (8 stages of Yoga), Types of Yoga, Importance of Yogasanas, Pranayama and Shudhikriya

Unit-III**Relationship Between Life skills and Yoga Education**

- a) Effect of Yoga in education: aims of education, curriculum development, methods of teaching, discipline (self-discipline), inter-personal relations, evaluation.
- b) Relationship between Life Skills and Yoga Education
- c) Yogic Life Skills for Self Development

SESSIONAL WORK**Select any one of the following**

- Visit to any recognized/ reputed Yoga education institute and preparation of report of the same.
- Develop an understanding about the desired life skills.

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19. <http://www.yoga-teacher-training.org/2011/11/03/life-skills-gained-from-yoga/>
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(PART – I) FOUNDATION PAPERS
EDL–490: TEACHER EDUCATION

Credits: 4

COURSE OBJECTIVE

The students will be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Be acquainted with the content, and organisation of pre-service teacher education curriculum,
- infrastructure and resources needed, and the issues and problems related to teacher preparation

Unit–I

- a) **Teacher Education:** Concept, Nature, Scope, Aims and Objectives at Different Levels: Elementary, Secondary and Higher Education.
- b) Historical Development of Teacher Education in India with emphasis on Indian Educational Commission, NPE-1986 and POA-1992.
- c) Agencies of Teacher Education- NCTE, NCERT, SCERT, DIET.

Unit–II

- a) **Pre-Service Teacher Education:** Vision and Structure wrt NCF-2005, NCFTE-2009.
- b) **Modes of Pre-service Teacher Education:** Face to Face, Distance and Eclectic.
- c) Components and Models of Pre-service Teacher Education.

Unit–III

- a) **Professional Development:** Concept, need and areas.
- b) **In-Service Teacher Education:** Purpose, Structure,(district, state, Regional level agencies and institutions), Models (Reflective and Cascade Model)
- c) **Modes of In-service Teacher Education:** Orientation, Refresher, Workshop, Seminar and Conference- their meaning and objectives.

SESSIONAL WORK

- Critical analysis of teacher education programme implemented by NCTE.
- Record to be submitted on reflections during internship and study of the teacher education on instructional and evaluation practices.

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15. *Teaching and Learning about Teaching*. NewYork:Routledge.
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(PART – I) FOUNDATION PAPERS
EDL–491: SOCIOLOGY OF EDUCATION

Credits: 4

COURSE OBJECTIVES

On completion of this course the students will be able to:

- Understand the nature of education as a social sub- system.
- Analyze education from different sociological perspectives and theoretical framework.
- Understand educational institution as an agency of socialization.
- Reflect upon educational problems and issues related to the weaker sections of the society.
- Know how education is embedded in social structure and culture.

Unit-I**Education and Sociology**

- (a) Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups
- (b) Education as related to Social Equity and equality of educational opportunities (with special reference to SC, ST, Women and Rural Population).

Unit-II**Education and Culture**

- (a) Concept of Culture, Sub-Culture and Multiculturalism. Relationship between culture and education; Cultural determinants of education.
- (b) Cultural change, Cultural lag, cultural crisis, with special reference to Indian society.
- (c) Influence of education and political systems on each other.

Unit-III**Social Change**

- (a) Education as a social sub-system, social stratification and social mobility .
- (b) Social Change: Meaning and Nature, Constraints and factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India.
- (c) Process of socialization and acculturation of the child - critical appraisal of the role of school, parents, peer group and the community.

SESSIONAL WORK

- Assignments based on status of education of socio-economically disadvantaged children of India.
- Report of critical analysis of educational opportunities with reference to gender.

REFERENCES

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M.A. EDUCATION (CBCEGS) (Semester-IV)

**(PART – I) FOUNDATION PAPERS
EDD-492: DISSERTATION**

Credits: 4

The evaluation of dissertation will be done by a board comprising the faculty members Chairperson and External Examiner and 4 credits for dissertation will be given after dissertation submission.

Ñ The dissertation will have to be submitted by 10th May

(PART – II) OPTIONAL PAPERS

EDL-493: EDUCATIONAL MEASUREMENT AND EVALUATION-IV

Credits: 4

COURSE OBJECTIVES:**The students will be able to:**

- Ñ Explain the concepts and techniques of measurement and evaluation.
- Ñ Apply advanced statistical techniques.

Unit-I

- a) Types of scales Nominal, Ordinal, Interval and Ratio scales.
- b) Measurement of Attitude and Personality

Unit-II

- a) Partial and Multiple Correlations
- b) Regression Equation- Meaning and Computation (one and two factors only)

Unit-III

- a) Elementary Factor Analysis Extraction of factors (centroid method) up to two factors only
- b) Interpretation of factors

SESSIONAL WORK

Preparation of an Attitude Scale

REFERENCES

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
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M.A. EDUCATION (CBCEGS) (Semester-IV)
(PART – II) OPTIONAL PAPERS
EDL-494: GUIDANCE AND COUNSELLING-IV

Credits: 4

COURSE OBJECTIVES:

The students will be able to:

- Enlist problems, issues and recent trends in guidance
- Evaluate guidance programme and its status in India.
- Explain the theories of counselling.
- Explain the various programs of evaluating counselling

Unit-I

- a) Problems of organizing guidance and counselling services in India, Recent trends in Guidance.
- b) Status of guidance and counselling in India – present scenario.

Unit-II

- a) Evaluation of guidance programmes, characteristic of effective guidance programme, necessity for programme evaluation.
- b) Theories of counselling: Reality theory, Behaviour theory.

Unit-III

- a) Evaluation of counselling programme; need, objectives, criterion of evaluating and problems in evaluation, Issues in Guidance and counselling.
- b) Approaches to evaluation of counselling programme; Meaning, contribution and limitations.

SESSIONAL WORK

A case study report of one school student.

REFERENCES

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
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6. Gibson, R. L. & Plitchell, M. H. (2005): Introduction to Counselling and Guidance (6th Edition) New Delhi, Pearson Education Pvt. Ltd.

(PART – II) OPTIONAL PAPERS
EDL–495: INCLUSIVE EDUCATION–IV

Credits: 4

COURSE OBJECTIVES

On completion of this course the students will be able to:

- Analyze the status of education of the socially disadvantaged children in the country
- Understand the importance of gender equality
- Reflect on various programmes for girls' education
- Reflect on recent trends in inclusive education.

Unit-I**Conceptual Framework**

- a) Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled Tribes, Educationally backward minorities and slum children ; Achievement of socially disadvantaged children
- b) Provisions in the constitution for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005

Unit-II**A) Status of School Education of Socially Disadvantaged Section**

- a) Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe and other disadvantages groups

B) Trends in Inclusive Education in India

- a) Researches in Inclusive Education in India
- b) Current Status and Issues of inclusive education in India
- c) Barriers and Facilitators in Inclusive Education: Educational and social attitudes.

Unit-III**Gender Equality and Gender Sensitivity**

- a) Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality in schooling, organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher student interaction).
- b) Programmes on Girls' Education -Mhilasamakshya, Kasturba Gandhi Balika Vidyalaya. NPEGL, Girl's education in SSA, DPEP.

SESSIONAL WORK

- Preparation of status report on education (secondary) of socially disadvantaged groups in a government school.
- Visit to District Project office (DPO), discussion with members of girls' education cell and preparation of report.

REFERENCES

1. Bank, B.J. (2007). *Gender and Education: An Encyclopedia*. London :Praeger, Westport.
2. Bhatt, B.D. & Sharma, S.R.(1992). *Women's' education and social Development*. Delhi: Kanishka.
3. Chudhary, B. (1992). *Tribal Transformation in India*. Vol.-V, New Delhi.
4. Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.
5. Government of India (1992). *Programme of Action, MHRD*. New Delhi.: Department of Education.
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8. NCERT (2005). *National Curriculum Framework*, New Delhi.
9. NCERT (2006). *National Focus Group Report on Education of SCs and STs*, New Delhi
10. Ogbu, J.U. (1978). *Minorities, education and caste*. New York: Academic Press.
11. Ramchandran, V. (1998). *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO
12. Reissman, F. (1962). *The Culturally deprived child*. New Delhi: Harper and Raw Publishers.
13. Sadavinich, A.R. (2007). *Sociology of Education*. New York: Routledge.
14. Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC.
15. Subramanyam, R. (2003). *Gender Equality in Education: Definitions and Measurements*. *International Journal of Educational Development*, July

Objectives:

To enable the student teacher to

- comprehend the concept of environment education
- identify the causes of environment pollution
- enlist the types of environment pollution
- realize the importance of environment preservation
- grasp the relationship between environmental health and safety
- understand the concept of Disaster and Disaster Management.know act of Disaster Management.
- comprehend what is Disaster Preparedness.
- get acquainted with manifesting the mitigation.
- understand rescue from Disaster and Relief for Disaster

Unit-I**ENVIRONMENTAL HEALTH AND SAFETY**

- a) Concept of safety, Health and Environment.
- b) Environmental preservation : Government policies
- c) International efforts for environment protection: The Stockholm Conference (1972), Bundtland Commission (1983)

Unit-II**INTRODUCTION OF DISASTER MANAGEMENT**

- a) Disaster – Meaning and Concept
- b) Types of Disaster
 - i). Natural – Earthquake, flood, Drought
 - ii). Manmade – Accident, Terrorism, Fire causer and affects.
- c) Meaning and concept of Disaster Management need of Disaster Management, cycle of DM, Steps of DM – (Three), Disaster Management Act. 2005, Mechanism of Disaster Management.

Unit-III**ROLE OF TEACHER IN ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT**

- a) Duties and responsibilities of a teacher in environment protection.
- b) Duties and responsibilities of a teacher in Disaster Management.
- c) Relief for Disaster:
 - i). Preparatory phase of Relief
 - ii). Planning Immediate Relief
 - iii). Execution of Relief

SESSIONAL WORK

- Project-work- Dealing with any one topic related to issues of environment in the school curriculum

REFERENCES

1. Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
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**(PART – II) OPTIONAL PAPERS
EDL- 497: PEACE EDUCATION –IV**

Credits : 4

OBJECTIVES

After the completion of the course the student teacher will be able to:

- Understand the role of mass media in peace education
- Understand the Global issues
- Identify various peace movements across globe
- Role of peace in conflict resolution

Unit –I**TRANSACTING PEACE EDUCATION**

- a) Integration of Peace Education through curricular and co- curricular activities.
- b) Six major media of integration: Subject context, subject perspectives, teaching methods , co-curricular activities, staff development, class-room management, school management ; Practical steps to build peace culture in school
- c) Role of mass media in Peace Education and Programmes for Promoting Peace Education

Unit-II**GLOBAL ISSUES AND PEACE MOVEMENTS**

- a) Human rights, preservation of ecology, population control, economic exploration, deprivation, equitable economic world order,
- b) Non- Aligned Movement, Campaign for Nuclear disarmament,
- c) Role of world organization in promoting peace

Unit-III**NON-VIOLENCE FOR PEACE AND CONFLICT RESOLUTION**

- a) Relationship between peace and violence- role of violence in our lives and lives of other- exposure to violence through media consequences crisis and their management
- b) Basis of conflicts- positive and negative aspects of conflicts- types of conflicts- conflict management
- c) Role of peace education in resolving conflict – reducing conflicts among students

SESSIONAL WORK

- Prepare a presentation on the role of Mass Media in promoting Peace Education.
- Organise a Human Right awareness campaign among adolescents of Secondary School and prepare a report of the same.
- Visit a secondary school to observe the peace culture of that school.

REFERENCES

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2. Ian M. Harris, Mary Lee Morrison, “*Peace education*” Mc Farland and Company Inc Publishers, 2003.
3. Jing Lin, Edward J. Brantmeier, Christa Bruhn, “*Transforming education for peace*” Information Age publishing Inc., U.S.2008.
4. Rachel MacNair, “*The psychology of peace: an introduction*” Praeger Publishers 2003.
5. Emmanuel Babu Joseph Kallarackal, “*Peace education in northeast India*” Fordham University publishers Inc., 2007.
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11. Johnson David W. Jr., Roger T. Johnson, “*Peace Education: A Special Issue of Theory Into Practice*” 2005
12. Dalai Lama, H.H. The Art of Living and Dying in Peace
13. Krishnamurti, J. Education and the Significance of Life
Sheehan, V. Mahatma Gandhi
14. Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global Movement
15. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi : Shipra Publication
16. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi : Shipra Publication.
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18. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication
19. Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi
20. Morrison, M.L. (2003) Peace Education. Australia: McFarland
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22. Pandey, Sanjay (2004).Peace Education. New Delhi:NCERT .
23. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates

(PART – II) OPTIONAL PAPERS

EDL–498 EDUCATIONAL ADMINISTRATION AND MANAGEMENT–IV

Credits: 4

COURSE OBJECTIVES:**The students will be able to:**

- Explain implications of Liberalization, Globalization and Privatiation on educational management.
- Discuss implications of Intellectual Property Rights and RTI for educational institutions and educationists.
- State policy guidelines for setting up private Education - Institutions.
- Explain administrative processes in educational settings.
- Describe the impact of information technology on educational administration and management.
- Enlist strategies for effective online management of education systems.

Unit–I

- a) Concept of Liberalization, Globalization and Privatization and their implications for Educational Management.
- b) Setting up private Educational Institutions in India: Policy Guidelines.

Unit–II

- a) Understanding and implications for educational institutions and educationists of:
 - Intellectual Property rights
 - Right to Information
- b) Administrative processes in educational settings:
 - Management by objectives
 - Organizational development and compliance
 - Decision making
 - Communication

Unit–III

- a) E-Governance: Meaning Nature and Scope in Education.
- b) Technology and Management: Impact of Information Technology on Educational Administration and Management: Transparency, Admissions, Declaration of Results Examinations, Online Submission etc.

SESSIONAL WORK

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.

REFERENCES

1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep& Deep Publications.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
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9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
10. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: KoganPage.
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16. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.

M.A. EDUCATION (CBCEGS) (Semester-IV)

17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th Edition).
New Delhi: Pearson Prentice Hall.
19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of online Learning. New Delhi:
Sage Publications.
20. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage
Publications.
21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New
Delhi: Kanishka Publishers, Distributors.
22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New
Delhi:Deep and Deep Publications.
23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice
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24. Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery
Publishing House.

(PART – II) OPTIONAL PAPERS
EDL-499: LIFE LONG EDUCATION-IV

Credits: 4

COURSE OBJECTIVES:**The students will be able to:**

- Explain principles of curriculum construction for adults.
- Describe methods of teaching adults.
- Trace the institutionalization of lifelong Education - In India education systems through,
- Adult and Continuing education programmes and community colleges.
- Explain Innovations in Distance Education.
- Explain Evaluation methods in Distance Education.
- Understand Research in Distance Education.

Unit-I

- a) Principles of curriculum development for adults, teaching methods for adult learners.
- b) Life Long Education for community development:

Unit-II

- a) On-line Learning: Meaning, Importance and Limitations
- b) Innovations in Distance Education

Unit-III

- a) Importance, Monitoring and Evaluation of Assignments, Class Tests, Response Sheets and Term and Examination in Distance Education.
- b) Research in Distance Education

SESSIONAL WORK

Develop course outline of a Continuing Education course.

REFERENCES

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3. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.
4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
5. Sharma, I.P. (1985): Adult Education – In India, A Policy Perspective. New Delhi: National Book Organisation.
6. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.

M.A. EDUCATION (CBCEGS) (Semester-IV)

10. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate of Adult Education.
11. Coles, E.K.T. (1977): Adult Education – In Developing Countries. New York: Pergamon Press.
12. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
13. Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
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15. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
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25. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
26. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
27. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

(PART – II) OPTIONAL PAPERS
EDP–500: PRACTICALS

Credits: 2

Select any one of the following :

- Participation in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Dhanurashna, Chakrasana, Vajrashna, Gomukhasana, Matsyanana, Janu- Shirasana, Ardhmatsyendrasana, Padmasana .
- Participation in Neti, Kapalbhathi , Tratak Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayam.
- Life skills and Social skills (take any three at institutional level- practice- follow up- write up after internship)